DOCUMENT RESUME

ED 036 661 AA 000 499

AUTHOR	Jablonsky, Adelaide; Barnes, Regina
TITLE	The Neighborhood Youth Corps: A Review of the ERIC Literature. ERIC-IRCD Urban Disadvantaged Series, Number 12.
INSTITUTION	Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Mar 70
CONTRACT	OEC-0-9-420088-2327(010)
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	*Annotated Bibliographies, Disadvantaged Youth, Dropout Rate, Economic Disadvantagement, Employment Opportunities, *Out of School Youth, Participant Characteristics, Performance Criteria, Program Descriptions, Program Evaluation, *Youth Employment, Youth Problems, *Youth Programs
IDENTIFIERS	*Neighborhood Youth Corps, NYC

ABSTRACT

This annotated bibliography, the fourth of a series of five reports of selected literature included in the ERIC system, carries a short review on the history and operation of the Neighborhood Youth Corps. The 21 items in the list have the following breakdown: (1) program descriptions; (2) characteristics of participants; (3) evaluation reports; and, (4) reaction papers. For the first three reports of this series, see ED 035 778, ED 035 779, and ED 035 780; for a related report by the same editor as for the first three reports, see "The Job Corps: A Review of the ERIC Literature." (RJ)

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ERIC-IRCD URBAN DISADVANTAGED SERIES

Number 12, March 1970

THE NEIGHBORHOOD YOUTH CORPS

A REVIEW OF THE ERIC LITERATURE

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ED 036 661

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MARCH 1970

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The Neighborhood Youth Corps

Introduction

The phenomenon of the "school dropout" is a product which has been forged by several converging forces during the last several decades. There was little concern in this country with dropouts before child labor laws inhibited the omnivorous industrial establishment from utilizing children and adolescents for its less skilled tasks. The youth who left school because of poverty in order to apprentice himself to an artisan, craftsman, or mechanic was doubly rewarded, by an appreciative family and by an enhanced self image. Those children who were lucky enough to get an apprenticeship were set for life once it was completed. They emerged as skilled craftsmen. Rural and urban youth were urgently needed for the innumerable unskilled and semi-skilled jobs opening up in an expanding industrial economy. These facts also applied to girls who were needed for menial jobs in textile factories, clothing manufacturing firms and as domestics. There were jobs which needed to be filled, albeit low paying ones, and most young people had little choice but to opt for work instead of for an education.

As late as the 1920's less than 20 percent of school-aged youth completed a high school program. In the intervening years however the development of strong unions which protected their workers from the use of lower paid youth, the greater technological advances which increased production with less manpower, the population expansion resulting from higher birth rates rather than from adult immigration, the shift of emphasis from unskilled to skilled tasks, and the enforcement of compulsory education laws have compelled youth to either submit to an extended dependent role as students or to accept one of the possible alternatives, such as low-paying employment, idleness, or delinquency. None of these are optimal and all place a youth in the category of "school dropout."

The conscience of government, industry, and the educational system has been aroused by this problem and by the consequent problems of wasted human potential and delinquency. Measures have been proposed and implemented with varying degrees of effectiveness. In an attempt to clarify the current status of these measures, IRCD has prepared five reports of selected literature included in the ERIC indexes of documents (Research in Education) which are available on microfiche.

This review and annotated bibliography is one in the series which includes:

The School Dropout	UD 09 900
School Dropout Programs	UD 09 901
The School Dropout and the World of Work	UD 09 902
The Neighborhood Youth Corps	UD 09 903
The Job Corps	UD 09 904

In addition to the above, the IRCD Bulletin, volume IV no. 4, September 1968 The School Dropout Today by Abraham J. Tannenbaum, Ph.D., ED 028 209, includes an appraisal of the factors contributing to the problem and a bibliography. For an extended paper on this topic see ED 021 888.

A Bibliography of ERIC-IRCD Resources on the School Dropout, UD 09 905, includes references to current available published literature and documents in the local IRCD library.

For references concerning the years 1960-1965 a rather comprehensive resource is A Bibliography of Published and Unpublished Vocational and Technical Education Literature, CORPLAN Associates, Chicago, Illinois. June 1966. ED 018 531.

The Bibliography on Urban Education, Harvard University, Cambridge, Massachusetts, April 1966, includes references from 1961-1965.

The Neighborhood Youth Corps

It is difficult to evaluate the Neighborhood Youth Corps programs across the country since the diversity of local effectiveness is hidden by mass statistics. However, there is evidence that in specific localities the program is effectually meeting its goals of reducing adolescent dropout rates, preparing youth for work, and placing them in positions which satisfy the immediate employment needs for a majority of its trainees. Also the most competent students, filling higher status jobs, are motivated toward further education and training--with upward mobility as a clearly obtainable goal. During 1968, Minneapolis, Pittsburgh, Cleveland, Washington, D.C., and sections of Texas and Oklahoma demonstrated decreases in the school dropout rates for Neighborhood Youth Corpsmen as compared with their peers. The holding power of the Corps is based on the impact on self concept combined with provision of economic independence for some of the nation's poorest youth.

What is most unfortunate about the program is that it is limited to such a small segment of the population requiring assistance and that it initiates assistance too late for optimal effectiveness. Ultimately its counseling aspects and the pre-vocational preparation must serve all children and youth beginning as soon as need is identified and no later than 12 years of age. One needed element, a realistic curriculum, is lacking in most programs and should be instituted.

The Economic Opportunity Act of 1964 established the Neighborhood Youth Corps (NYC) and the Job Corps--the decision to expand federal funds for these two youth programs evolved out of the insights gained through the President's Committee on Juvenile Delinquency and Youth Crime, established in 1961, and through experience from implementing the 1963 amendments to the Manpower Development and Training Act, which made special provision for youth programs.

Initially, the NYC was designed to provide short-term employment and limited ancillary service for over 200,000 in- and out-of-school youth in the 1965 fiscal year. In 1966 the number rose to over 575,000 of the 1.8 million youth needing vocational opportunity and development in the 16-21 age group. These data did not include the younger adolescents needing this type of help. In 1968, the last year for which full statistics are available, over 560,000 youth have been serviced.

The United States Department of Labor Manpower Administration supervises the function of the NYC under Title I-A of the Economic Opportunity Act (Public

Law 88-452). The NYC is responsible for carrying out its own program through agreements with local sponsors, which may be non-federal governmental units or private non-profit organizations. States, counties, municipalities and authorized subdivisions such as park commissions, boards of education, municipal departments, etc., are generally eligible to enter into agreements. Voluntary hospitals, private welfare organizations, settlement houses and other similar non-profit private organizations may also become sponsors. The Community Action Program under Title II-A of the Economic Opportunity Act plays an important role in authorizing local groups to formulate suitable programs, both during the academic year and summer, which will improve their communities while building the self respect of the young people employed, as long as employed workers are not displaced or existing contracts impaired.

The economic criteria for eligibility for potential enrollees are based on a sliding scale of income reflecting the definition of poverty developed by the Office of Economic Opportunity in different regions of the country. A survey released in 1967 revealed that the median income of the families of all enrollees was between $2000 and $3000 and that 68 percent came from homes with an income of $3000 or below. The median family size was six.

A typical program will have a large percentage of the enrollees in the eleventh and twelfth grades working ten to fifteen hours a week. Most of the students are placed in positions in the public schools. One excellent example of a program deviating from this pattern is implemented by a medium sized school system in a community which includes a large veterans' hospital. The 14 to 18 year old youth may choose from a wide variety of tasks ranging from elevator operator, medical library aide, office assistant, groundsman, laboratory technician, to personal care of the patients. The corpsmen are assigned in shifts so that these functions are performed consistently during the five day school week. Supervisors from the NYC program are assigned full time to the facility in liaison with a hospital coordinator so that contact with concerned adults is available as needs arise for personal or job related problems. The corpsmen are treated as staff and this builds self concept as an employee, which is often lacking in school based programs. There are good possibilities of employment for students completing their academic and vocational training. This is important since effective placement services have been identified as a crucial service which often makes the difference between programs showing high post-program job retention rates and those programs failing in this aspect.

There is also evidence that favorable work experience, guidance and the fact of earning money helped the youth to budget their resources to cover expenses for school life, to gain social respect and to save for future needs. An important factor leading to these mature behaviors was the building of positive relationships with adults on the staff who treated them as mature and responsible individuals.

For details of several other programs readers are referred to the documents in section I of this bibliography.

For out-of-school youth NYC is designed to meet the objective of increased employability for the unemployed young man and woman between 16-21, by providing work experience and counseling that will return them to school or, where this is not feasible, that will lead to vocational training or permanent jobs. Enrollees may work up to 32 hours a week at wages consistent with those in their communities, generally ranging from $1.00 to $1.75 an hour. They may be required to take part in counseling, remedial education, and other supportive services as a condition of their continuation in the program.

A review of the ERIC literature indicates one basic flaw in the original design of the program which was confined to short-term involvement of participants. As the design has evolved through several years of experience the Corps has shifted to an emphasis on training and remediation with longer range objectives in view.

Several other defects much in evidence in the early years have been eliminated to some degree. As funding stabilized, communities could plan more effectively for realistic long range goals. Counseling and supervisory personnel understood their roles better in relation to the deeper problems faced by youth in poverty environments. Cooperating agencies have learned that the solution did not lie in temporarily keeping the youth "off the streets" but rather in restructuring jobs, creating meaningful new jobs and taking an active part in training for work and in offering supportive services.

School systems have slowly, often reluctantly, recognized that their own failure to nurture the reluctant adolescent, to modernize curriculum, to rethink the relationship between scholarship and preparation for life has aggravated the plight of poor students. Changing times and emerging forces have demanded cooperation with industry, government and community agencies. Unless there is a concentrated attack on all aspects of the pathology of the ghetto, however, no single program or group of remedial programs can help each young person to reach responsible adulthood. For an appreciable percent of this group adult employment expectations must be set above the low level of deadend work such as porters, janitors, cooks and errand boys. Federal, state and local governments, alone can, if they so wished, guarantee work for all desiring to work through public service employment. Obviously the NYC cannot alone resolve the core problem of poor youth. Until our nation faces and eliminates abject poverty with its concomitant human wastage, apathy and disillusionment, the NYC can only serve as a temporary measure to salvage those young people it serves.

DOCUMENT AVAILABILITY

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PROGRAM DESCRIPTIONS

Beck, Bertram M., and others. The Remedial Education Program, A Description of Its Structure, Curriculum Design, Courses of Study and Selected Sample of Tested Teaching Units. New York: Mobilization for Youth, Inc., and Social Work Research Center, Columbia University, 1966. 578p. ED 015 256 (MF - $2.25; HC - $23.78)

The program was established to help 16- to 21-year-old trainees in the Neighborhood Youth Corps overcome their deficiencies in English language skills, reading, and mathematics and improve their capacity for problem solving and self-instruction. They were assigned to the program for half of each work day, or 15 hours a week, on the basis of diagnostic test results. The trainee population was divided into subgroups of those who were non-English speaking, who had a functional command of conversational English but were lower than second-grade level in reading, who could read at the second- to low fourth-grade level, who could read at the fourth- to seventh-grade level, and who had skill high enough to prepare for the high school equivalency examination. Class size was limited to seven in the first four groups and to ten in the fifth group. A step-by-step individual skills-mastery program was planned for each trainee, each program prescribing methods, materials, and evaluation procedures to be used. This approach assured uniformity of educational treatment for all trainees with similar learning problems and permitted systematic evaluation of the effectiveness of various methods and materials. Additional materials were developed to supplement the core curriculum. Thematic materials and activities to strengthen the cultural identification of Negroes and Puerto Ricans and to promote harmony between them were incorporated. A social realities curriculum was designed to equip the trainee with the skills and attitudes needed to escape, both physically and emotionally, from the ghetto. The 17 appendixes contain diagnostic and instructional resource materials, including the language proficiency test battery, basic reading skills resource materials, language workshop units, mathematics skills units, and the social realities material.

Bureau of Work-Training Programs, Manpower Administration, Washington, D.C. The Neighborhood Youth Corps: Three Years of Success. 1968. 17p. ED 026 423 (MF - $0.25; HC - $0.95)

The successful operations of the Neighborhood Youth Corps are described in this Department of Labor document. The publication consists of brief comments about the program's achievements in various cities and includes some graphic and statistical presentations.

Clark, Marilyn, and others. A Pilot Basic Education Program for School Dropouts Incorporating a Token Reinforcement System. 1967. 13p. ED 012 283 (MF - $0.25; HC - $0.65)

A two-month basic education program tested whether a token reinforcement might be an effective incentive to stimulate a desired educational behavior. The subjects (Ss) were two matched groups of five 16- to 21-year-old girls who were school dropouts employed in a Neighborhood Youth Corps (NYC) program. A classroom group was given a basic education program with token reinforcement and the NYC job placement, while a job group received only the NYC placement. Both groups were paid according to the regular NYC payment practices. The reinforcement system for the classroom group used a point scale to correct answers (89 percent correct criterion) to instructional materials which would determine the girls' salaries and a possible reward of commodities. The girls worked individually on the commercial instructional materials and paced themselves. The point values were shifted to increase the probability of the Ss' working more intensively in the areas of greater deficiencies. A comparison of pretest and post-test California Achievement Test scores showed a median increase of 1.3 years for the classroom group and 0.2 years for the job group. The overall remedial program increased the academic skills of the girls in a relatively brief period, and the token system seemed to be functional because the changes in the number of points which could be earned in certain workbooks modified the students' choice of materials.

Department of Labor, Washington, D.C. Manpower Report of the President Including a Report on Manpower Requirements, Resources, Utilization, and Training. 1968. 331p. ED 020 299 (MF - $1.25; HC not available from EDRS, available from Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for $2.25.)

The manpower message of the President to the Congress, delivered January 23, 1967, in which he proposed the largest manpower program yet undertaken by the nation is presented. The sixth manpower report, the major part of this document, assesses accomplishments and shortcomings of efforts directed toward national manpower objectives. New ground is broken through the report's systematic review, in each chapter, of the current state of knowledge of the major manpower problem areas and the suggestions it makes regarding needed informational improvements. Major chapter headings are: (1) "Introduction by the Secretary of Labor," (2) "New Perspectives on Manpower Problems and Measures," (3) "Barriers to Employment of the Disadvantaged," (4) "Bridging the Gap from School to Work," (5) "Geographic Factors in Employment and Manpower Development," (6) "Review of Manpower Developments in 1967," including the subheadings "Trends in Employment and Unemployment" and "New Development in Manpower Programs." A

statistical appendix includes 87 tables which provide information on (1) the labor force, employment, and unemployment, (2) special labor force data, (3) employment, hours, earnings, and labor turnover in nonagricultural establishments, (4) state and area employment and unemployment, and (5) manpower program statistics. The data for 1967 reflect several definitional changes of important concepts. Abstracts of chapters two through six are available as VT 005 942-VT 005 947.

Department of Labor, Washington, D.C. Neighborhood Youth Corps: An Economic Opportunity Act Program. 1966. 33p. ED 027 350 (MF - $0.25; HC - $1.75)

The organization, operations, participants, and achievements of the Neighborhood Youth Corps are described. Tables, graphs, and photographs also provide information on this program.

Department of Labor, Washington, D.C. Neighborhood Youth Corps From Welfare to Wages. 6p. ED 027 349 (MF - $0.25; HC - $0.40)

The methods and objectives of the Neighborhood Youth Corps are described in anecdotal form. Brief case studies illustrate various facets of this federal work-study program.

McNamara, Robert J. and Charles S. Kamen. Characteristics of Neighborhood Youth Corps In-School Projects: An Analysis for the Year 1966-67. Washington, D.C.: Department of Labor, and Illinois: University of Chicago, 1967. 126p. ED 025 579 (MF - $0.50; HC - $6.40)

The study of the Neighborhood Youth Corps (NYC) was prepared for the national office describing the in-school programs funded and in operation for the 1967-68 academic year. It was based on responses from 1,257 project officials representing an enrollment of 102,468 youths. There were 490 urban projects, 703 rural projects, and 64 "mixed projects." General project characteristics for the country as a whole, as well as for each region, were analyzed in terms of population type, program size, varieties of employment stations, and enrollees' descriptions. It was found that most differences among projects existed, not because of regional location, but rather due to size and type. In general, large urban programs assigned participants more effectively to "white collar" jobs, provided more direct and frequent supervision between staff members and enrollees, and offered more counseling service. Also, the larger the project the more adequate was the funding for a variety of activities. However, 72 percent of all sponsors reported that there were more

students eligible for the Neighborhood Youth Corps than their budgets allowed. The most important success facror in the program, according to 86 percent of the respondents, was the simple placement of a youth in a job for which he received wages. Job satisfaction and counseling also contributed to the enrollee's sense of achievement.

CHARACTERISTICS OF PARTICIPANTS

Herman, Melvin and Stanley Sadofsky. Study of the Meaning, Experience, and Effects of the Neighborhood Youth Corps on Negro Youth Who Are Seeking Work. Part I. New York: Graduate School of Social Work, New York University, 1967. 242p. ED 015 312 (MF - $1.00; HC - $12.20)

Interviews and questionnaires from 601 job seekers at the HARYOU-ACT Center and John F. Kennedy Joint Center between November 1965 and June 1966 furnished data for this study of work-seeking Negro youths between the ages of 16 and 21. Similar data were collected from three control samples including 260 male juniors and seniors at a predominantly white high school, 442 male freshmen and sophomores at a predominantly white college, and 196 Negro male college freshmen and sophomores at predominantly Negro Howard University. The job-seeking Negro youth from the ghetto is well aware of the gaps in his education and his vocational training and is seeking ways to remedy these gaps. He evidently feels that the New York City Public School System is not a source of remedy for these deficiencies. He is more likely to see work as a minimal means of surviving than as something of intrinsic interest or value. The low self-esteem he exhibits, especially in contrast to white and Negro middle-class youths in the same age groups, impairs his ability to seek and hold jobs, erodes his commitment to work, depresses his aspirations toward a better condition of life, and continually presses him toward a state of despair, apathy, and surrender. Nevertheless, he appears very likely to respond to meaningful work-training programs if they are made available to him.

Herman, Melvin and Stanley Sadofsky. Study of the Meaning, Experience, and Effects of the Neighborhood Youth Corps on Negro Youth Who Are Seeking Work. Part II. New York: Graduate School of Social Work, New York University, 1967. 160p. ED 015 313 (MF - $0.75; HC - $8.10)

Of the 601 youths whose characteristics were studied in Phase I, 377 were not placed in jobs or training within three months after their initial interview at the job centers. Of these, 201 were interviewed during Phase II to determine the traits which distinguished them from others who had been placed by the centers, and the factors in both the centers and the youths that were related to placement. Some of the major findings were (1) the sample youths viewed the placement function of the job centers as far more important than the training and remedial services, (2) they did not differ in any major respect from the youths in the Phase I study, (3) the centers were more successful in placing the youths interested in training than those who just wanted jobs, (4) they assigned to jobs or training either the youths who were around

when the job order was received or ones who were aggressive and personable from the counselor's viewpoint, rather than ones in the waiting list files, and (5) the lack of differences between those placed by the centers and those not placed, those placed in private employment and those placed in work training programs, and those who did and who did not find full-time jobs suggested that no subgroup of the population studies was more vocationally impaired than another, and no such impairment was the basis on which decisions were made by the centers.

McNamara, Robert J. The Neighborhood Youth Corps In-School Enrollee, 1966-67: An Evaluative Report. Part I. Washington, D.C.: Department of Labor, and Illinois: National Opinion Research Center, University of Chicago, 1967. 178p. ED 025 577 (MF - $0.75; HC - $9.00)

This analysis of the Neighborhood Youth Corps (NYC) In-School Enrollee was based on a probability sampling of all the nation's youths enrolled in the program. A sampling of 3,618 was studied. A comparative group of 1,143 similar line poverty youngsters in the same schools, but not in the Neighborhood Youth Corps, were also analyzed in areas where parallelisms occurred. Two-thirds of the enrollees listed retention in school until graduation as the main purpose of the Neighborhood Youth Corps. Most spent their wages on items of school needs and social respect. A fundamental factor in the development of good work attitudes and self-esteem was the enrollee's feeling of job satisfaction. This depended on wage satisfaction, satisfaction with the "boss," and satisfaction with the work itself. Attitudes were positive on the last two; the first evoked large scale criticism. White collar jobs were most popular with no discrimination among Negroes and whites in these placements. The fact that one-third of the enrollees were working in unskilled categories represents a problem for the Neighborhood Youth Corps. In general, Neighborhood Youth Corps participants received little more counseling than the comparative group. Project directors recognize the need for greater effort in this area.

McNamara, Robert J. The Neighborhood Youth Corps In-School Enrollee, 1966-67: An Evaluative Report. Part II. Washington, D.C.: Department of Labor, and Illinois: National Opinion Research Center, University of Chicago, 1968. 193p. ED 025 578 (MF - $0.75; HC - $9.75)

Factors such as jobs, counseling, family backgrounds and relationships, adult associations, school personnel influence, and general poverty characteristics were analyzed within the Neighborhood Youth Corps (NYC) and comparative groups of youths. Focus was placed on how these elements influenced their adjustment to self and school. Although 84 percent of both groups indicated graduation as their goal,

the Neighborhood Youth Corps enrollees showed better attendance and greater responsiveness to counseling. However, there was little disparity in their study habits and subject interest. Also, in the area of general orientation towards school, there was no strong statistical difference between Neighborhood Youth Corps members and their fellow students. Similarly, the occupational goals of both groups were virtually identical. Despite careful reservations, however, the overall conclusion of the authors was that the Neighborhood Youth Corps appears to be improving the lot and attitudes of our nation's impoverished youth as they go through high school. This is because of the in-built features of the program: work experience, direct contact with supervisors, increased self-respect, and alieviation of poverty.

Tucker, James F. "The First 50,000 Neighborhood Youth Corps Enrollees." Labor Review, December, 1965. 5p. ED 013 908 (MF - $0.25; HC - $0.35)

The Neighborhood Youth Corps (NYC), a part of the work-training program authorized by the Economic Opportunity Act of 1964, first enrolled youth during the latter part of December 1964. This report compares some of the characteristics of the first 50,000 enrollees and their households with the general category of poverty-stricken households throughout the entire nation, and compares NYC enrollees with participants in other antipoverty programs and other major manpower training programs, such as those under the Manpower Development and Training Act (MDTA). The age pattern of out-of-school youth enrolled in the NYC paralleled that of unemployed out-of-school youth age 16-21 in the total labor force in October 1964. For nonwhites, the proportion of male and female enrollees was fairly even, but for whites, there were more males than females. The NYC provided their first job experience for more than two-fifths of the out-of-school enrollees. The median number of persons in the household of NYC enrollees was five compared with a median of four for all families with incomes below recognized poverty line while one-third lived in households of seven or more, and nearly ten percent lived in households of ten or more. Completion of the tenth grade was the median educational level of the out-of-school enrollees, but 27 percent had failed to get past the eighth grade. White youth constituted 61 percent of all NYC enrollees but in out-of-school projects, the percentages of white and nonwhite were 49 and 51, respectively, compared with 72 and 28 for MDTA projects and 78 and 22 for on-the-job-training.

EVALUATION REPORTS

Caro, Francis G. The Neighborhood Youth Corps and the Community, An Exploratory Study of the Implications of a Federal Anti-Poverty Program for Milwaukee, Wisconsin. Washington, D.C.: Department of Labor, 1966. 56p. ED 013 968 (MF - $0.25; HC - $2.80)

Two approaches were used in studying the effects of the Neighborhood Youth Corps (NYC) on Milwaukee, Wisconsin: (1) implications for the internal and external operations of organizations involved in its work flow, and (2) implications for specific problems in the youth and poverty areas (school attendance and achievement. juvenile delinquency, youth unemployment, dependency, and others). Data were collected primarily through personal interviews in 41 agencies involved in the NYC work flow, representatives of other agencies dealing with poverty and youth problems, and critics of established agency services. The two NYC programs in Milwaukee are: (1) a program for in-school youth sponsored by the Milwaukee School Board in operation since spring 1965, and (2) a program for out-of-school youth sponsored by the Milwaukee County government, operating since January 1966. Among the common findings are: (1) political interference with agency internal operations has been negligible, (2) the presence of enrollees in an agency tends to increase that agency's effectiveness in completing its tasks, (3) school officials believe NYC is useful in improving attendance, performance, and behavior of mildly problematic youth, and (4) NYC both contributes to and suffers from the relative disorganization of community services.

Dunlap and Associates, Inc., Darien, Connecticut, and Department of Labor, Washington, D.C., Neighborhood Youth Corps. Evaluation of Neighborhood Youth Corps Projects. Abstract. 1966. 10p. ED 015 286 (MF - $0.25; HC - $0.60)

This summary of Dunlap and Associates' evaluation report, prepared by staff of the Neighborhood Youth Corps (NYC), reflects their interpretation of the highlights of the report. Data were collected from questionnaires administered to samples of 789 terminated and 942 active enrollees in 30 randomly chosen rural and urban, in- and out-of-school, and small and large NYC projects in 22 states. No evidence of the enrollment of financial ineligibles was found. NYC sponsors generally recognized forms of deprivation and maladjustment other than educational and cultural as additional eligibility criteria. About 30 percent of all enrollees received some form of testing, and 20 percent of out-of-school and 6.4 percent of in-school

enrollees were provided remedial education. Attitudes toward work and personal hygiene were the subject areas requiring most and least counseling. No conclusive evidence was disclosed regarding the effect of NYC programs on the dropout problem. The principal reasons for terminations by out-of-school youth were private employment and returns to school and by in-school youth were program contraction, graduation, and private employment. Sponsors liked the NYC but suggested areas which need improvement.

Dunlap and Associates, Inc., Darien, Connecticut. Survey of Terminees from Out-of-School New York City Projects. Summary. 1967. 11p. ED 016 076 (MF - $0.25; HC - $0.65)

Personal interviews of 1,416 Neighborhood Youth Corps (NYC) enrollees who terminated from 50 randomly selected out-of-school projects between January 1, 1966, and September 30, 1966, and secondary source data on an additional 572 terminees provided information on educational and work experiences. Major findings were: (1) nearly 60 percent of the 1,988 terminees had been employed for some period of time since their termination from NYC, (2) of those who worked, 70 percent of the males and 60 percent of the females had been employed for more than one-half of the time since termination, (3) nearly 25 percent of all terminees had some schooling after leaving NYC, (4) eighty percent reported that they liked the type of work they were doing, and (5) about 90 percent expressed satisfaction with their work experience in NYC.

Jones, Roy J. and Jacob R. Fishman. The Impact of the UPO Demonstration Program on a Selected Group of Cardozo Area Youth: A Study of Juvenile Delinquency Prevention. Second Year Report. Washington, D.C.: Howard University, 1966. 130p. ED 012 294 (MF - $0.75; HC - $6.50)

This second-year report of an evaluation study of a juvenile delinquency prevention program is concerned primarily with the adolescent cohort (a core group of 14- to 20-year-olds) in a single school district. The major aims of the research were to determine whether interventions had reduced delinquency in a selected group from the district, and to test some of the current theoretical assumptions about delinquency. The sample, instruments, and data collection methods are outlined. A section on data analysis describes the characteristics of high-, medium-, and low-risk groups and some of the intervention efforts to deal with them. The risk groups are discussed in relation to the factors of a putative delinquent subculture, aspirations, perceptions of the opportunity system, and value orientation. The summary and discussion section notes that the hypothesis that without some intervention the high-risk group would have become delinquent was borne out, and that the neighborhood centers in the

target area appeared to have been effective in reducing juvenile delinquency. It is felt that the experience of this program shows that if interventions are to be more effective, they must concentrate on the specific pathology of the ghetto. The appendixes contained excerpts from an interview with a young man from the area and two case evaluations from each of the three risk groups.

Jones, Roy J. and Jacob R. Fishman. The Net Impact of the Cardozo Area Demonstration Program, 1964-65. First Year Report. Washington, D.C.: Howard University, 1966. 275p. ED 012 295 (MF - $1.25; HC - $13.75)

A first-year report of an evaluation study of action and demonstration programs for delinquency prevention among urban ghetto youth is presented. The purpose of the study was to determine the net effectiveness of the intervention efforts of Washington Action for Youth in a school district with a high concentration of low-income Negro youth. The research design included (1) a base expectancy study to collect data for delinquency prediction, (2) identification and study of an adolescent cohort of 14- to 17-year-olds, (3) studies of some of the cohort families, (4) research on a sample of the demonstration preschool population in the area, and (5) an accounting of the population for potential use in a data bank. The original family study was expanded into a systematic study of low income families, and the cognitive data on the preschool children was used to study their language responses to different stimuli under varying conditions. It was hypothesized that there would be significant differences between institutionalized and noninstitutionalized youth on such factors as low socioeconomic status, education, family characteristics, intact or broken homes, social class aspirations, peer group behavior, and neighborhood deviancy. The various aspects of the study are discussed in detail, and much of the relevant data is summarized in 106 tables.

Peck, Bernard, and others. A Program to Provide Educational Enrichment to Disadvantaged In-School Neighborhood Youth Corps Enrollees During the Summer. New York: Center for Urban Education, 1966. 99p. ED 012 742 (MF - $0.50; HC - $4.95)

A summer program of educational enrichment for disadvantaged youth, ages 16-22, was evaluated. The program, which was developed by the Neighborhood Youth Coprs and conducted jointly by the New York City Board of Education and six community agencies, attempted (1) to improve the reading and writing skills of the enrollees, (2) to encourage them to have realistic occupational goals, based on finishing high school, (3) to reach a greater understanding of disadvantaged youth and the role of community agencies in their education, and (4) to develop innovative teaching methods. Information for the evaluation was collected by interviews and

questionnaires. The responses showed that the attitudes toward school of 75 to 80 percent of the enrollees improved and that their appreciation of the need for continuing their education increased. However, the program could be improved in several ways: (1) procurement and administrative procedures should be revised, (2) planning and staffing should begin at least nine months before the program begins, (3) the roles of the Board of Education and the community agencies should be defined clearly, (4) basic data on the enrollees should be given to the agencies by the board, and (5) feedback on the enrollees should be given to their home schools.

Williams, E. Belvin and Robert S. Tannenbaum. Educational Enrichment for Disadvantaged In-School Neighborhood Youth Corps Enrollees During the Summer 1967. Evaluation of New York City Title I Educational Projects 1966-67. Brooklyn: New York City Board of Education, 1967. 63p. ED 029 938 (MF - $0.50; HC - $3.25)

A 1967 evaluation of New York City's Neighborhood Youth Corps (NYC) educational enrichment program presents the objectives and the methods of implementation of the Board of Education and the local community agencies which administered the project. Criticized are the diversity of the program objectives, the lack of provision for a specified evaluation, and the handicaps posed by "avoidable problems." The most damaging problems were (1) lateness of funding; (2) multiplicity of goals; (3) friction between the Board and some of the agencies; and (4) lack of coordination between the various components of the NYC programs. Also noted is the low priority given to evaluation of the program's effectiveness.

REACTION PAPERS

Howard, Jack, and others. The Neighborhood Youth Corps: Help or Handout. New York: National Committee on Employment of Youth, 1967. ED 013 846 (Not available from EDRS, appeared as the entire issue of American Child, Spring, 1967.)

The successes and failures of the Neighborhood Youth Corps (NYC) are discussed in this journal issue devoted to the program. It is noted that although a lack of data makes it difficult to realistically evaluate NYC, its administrators strongly defend the program's record in decreasing dropouts and juvenile crime, and in improving school performance, hiring practices, and continuing education. The program's critics, however, maintain that the NYC is ridden with political manipulation, frequently offers only menial work, and over-emphasizes school programs while neglecting out-of-school projects for jobless youth. The following papers are part of the journal: (1) Jack Howard, "Neighborhood Youth Corps: Washington Views the Record," (2) Robert Schrank, "Quotas vs. Quality in the Big City," (3) Ted Seaver, "Mississippi's 'Six Month Bag'," and (4) William W. Wattenberg, "Profile of a School Program." Also included is a transcript of a discussion in which the participants were Mark Battle, Paul Goodman, Robert Schrank, Sar Levitan, Eli Cohen, and Louise Kapp.

Goldberg, G.S. Programs and Prospect for Out-of-School Youth: School Dropouts and High School Graduates. New York: Ferkauf Graduate School, Yeshiva University, 1966. 10p. ED 012 296 (MF - $0.25; HC - $0.50)

In recent years youth employment programs have proliferated, mainly as a result of the federal government's expanded role in this area. The programs are of two basic types: (1) vocational and educational adjustment programs which prepare the youth for employment by equipping him with a particular skill and proper work habits and (2) upward mobility programs which concentrate on job and career development and try to upgrade the disadvantaged youth by offering him various sociopsychological services. The Job Corps emphasizes placement rather than the creation of employment opportunities, while the Neighborhood Youth Corps is now moving away from a primary concern with short-term employment to an interest in training and remediation for the youth. Evaluations of the outcomes of youth employment programs are unsatisfactory because of the difficulty in collecting data, but the question remains whether these programs, even properly implemented, can alleviate youth unemployment. In failing to recognize that youth unemployment is a function of the availability of

jobs, and in concentrating on job training, these programs deal with the symptoms of joblessness rather than its causes. To relieve the causes these youth should be offered greater employment opportunities through new jobs or the restructuring of existing ones. A bibliography on youth employment follows the discussion.